



Weekly Rattler

I Dawes Middle School I 5130 Colfax Ave, Lincoln NE. I 402-436-1211

December 1, 2019

MAP Testing

Dear Parent(s)/Guardian:

All Dawes students will take winter MAP assessment this December (Reading) and in January (Math). The Nebraska Department of Education provides the MAP to school districts so that they can measure student readiness to learn and growth in reading and math prior to the state assessments. LPS uses the MAP Reading, Math, and Language Usage tests for this purpose and to fulfill the state requirement that elementary and middle school students take a norm-referenced achievement test. Teachers and administrators will work together to use the results to help plan instruction for students.

MAP Growth is an online, adaptive test. The difficulty adjusts to meet each student's achievement level. If your student answers a question correctly, the next question is more difficult. If he/she answers incorrectly, the next one is easier. For this reason, it is not possible for students to go back and change previous answers. Each test takes about 50 minutes for students to complete, but students will be allowed sufficient time (up to two hours) for each test. Because it is important to balance time spent testing with instructional time, students who take more than two hours on one test will not complete that test or receive a score. MAP test results will be shared with families as soon as they are available. Students will also take the Nebraska State Assessment (NSCAS) in late March/early April.

Following are the MAP Growth testing dates for our school:

Reading (Taken During English Classes): December 3-5

Math (Taken During Math Classes): January 8-10

During these testing periods, we encourage you to make sure your children are in school unless they are ill. The best preparation for these tests is to come to school well rested with a positive attitude toward taking the tests. It is important your child do their best on these tests so that LPS teachers and administrators have accurate information about your child's knowledge and skills for instructional planning.

If you have further questions, please contact your child's teacher or the main office.

Sincerely,

Nancy Salsman
Assistant Principal

December 2019

School Improvement Goal:

We will increase the number of passing grades within each content area. For Real.

Mission Statement:

Engaging every student every day.

Vision Statement:

We Care. We learn. We hope.

Dawes Creed:

We care, we hope, we succeed,
we believe, we are Dawes.

★ Calendar

Monday, December 2

Tuesday, December 3

MAP Testing in English

**No Homework Zone due to
Dawes Staff Meeting**

Wednesday, December 4

MAP Testing in English

Thursday, December 5

MAP Testing in English

Friday, December 6

Parent Visits

Thank you for your support and partnership, we truly appreciate parent engagement! As a reminder, if you want to visit your student's classroom, Lincoln Public Schools requests 24-hour notice of your intended visit. This allows teachers to ensure all student's unique needs are met, and minimizes disruption that any classroom visitor may have on individual student learning.

Lost and Found

We have many lost and found items from first semester. Please remind your student to check the lost and found tables that will be displayed late this week to retrieve items they are missing. All lost and found items that are not claimed will be donated over winter break.

Strong Finish

Positivity is contagious. We will emphasize positive student behavior by awarding positive behavior tokens for any positive student behavior that is important to a strong finish to the semester. Our goal is recognize positive behavior often, providing specific praise

Hope and engagement. Our gradebooks show we have students with missing work. Please log on to ParentVUE to check your student's grades and encourage them to turn in incomplete work that is impactful for learning. Homework zone is open everyday except for Tuesday this week to support student learning and work completion.

A message from our SCIP community partners:

Fostering Resiliency: Learning to “Struggle Well” in the Face of Adversity

Resilience is an important aspect of mental well-being. Resilience is the ability to bounce back from stress, adversity, failure, challenges or even trauma. Resiliency enables individuals to effectively cope with, or adapt to, stress and challenging situations. An important aspect of resiliency is growing from the adverse experience and being able to move forward with strength and the ability to be more equipped to deal with future challenges. Children and teenagers are not exempt from stressors and hardships. Focusing on young people's strengths and helping to nurture resilient traits can help reduce the effects of significant adversity on their health and well-being. Identifying a youth's “social resources” is also a key concept of resiliency. Several studies highlight the idea that resilience is more than individual traits. Environmental interactions with school, family, community and culture are also important ingredients.

According to the Mayo Clinic and the American Psychological Association, resilience won't make a person's problems go away, but it can help to channel one's inner strength and mobilize coping skills. When we lack resilience, we might be more prone to dwell on problems, feel victimized, become overwhelmed or turn to unhealthy coping mechanisms, like substance abuse. The good news is resilience can be nurtured and skills to help a young person become more resilient can be taught. When kids have the skills and confidence to work through their problems, they learn that they are strong and capable of managing difficult issues. It is important to remember that resiliency isn't about “toughing it out” or managing stress and problems alone. In fact, being able to reach out for help and ask others for support is a key characteristic in being resilient. According to Harvard University's Center on the Developing Child, “the single most common factor for children who develop resilience is at least one stable and committed relationship with a supportive parent, caregiver, or other adult”. Building positive relationships, teaching social and emotional skills, fostering positive emotions, identifying strengths and building a sense of meaning and purpose are positive steps in building resilient youth. In a book titled, *Building Resilience in Children and Teens*, the American Academy of Pediatrics focus on the 7 C's that they note as essential building blocks of resilience:

1. **Competence:** When we notice what young people are doing right and give them opportunities to develop important skills, they feel competent. We undermine competence when we don't allow young people to recover themselves after a fall.
2. **Confidence:** Young people need confidence to be able to navigate the world, think outside the box, and recover from challenges.
3. **Connection:** Connections with other people, schools, and communities offer young people the security that allows them to stand on their own and develop creative solutions.

The world breaks
everyone and
afterward many are
strong in the
broken places.

~ E. Hemmingway

4. **Character:** Young people need a clear sense of right and wrong and a commitment to integrity.
5. **Contribution:** Young people who contribute to the well-being of others will receive gratitude rather than condemnation. They will learn that contributing feels good and may therefore more easily turn to others and do so without shame.
6. **Coping:** Young people who possess a variety of healthy coping strategies will be less likely to turn to dangerous quick fixes when stressed.
7. **Control:** Young people who understand privileges and respect are earned through demonstrated responsibility will learn to make wise choices and feel a sense of control.

It should be noted that developing resilience is a personal journey. An approach to building resiliency that works for one child might not work for someone else. Turning to someone for guidance such as a psychologist or mental health professional may help youth who feel overwhelmed strengthen resilience and persevere during times of stress and trauma.

References: American Psychological Association; *Building Resilience in Children and Teens*; Harvard University: Center on the Developing Child; Mayo Clinic; The Child Mind Institute;

